
GUINEA



BACKGROUND

Guinea's human resource base and domestic economy are still recovering from 26 years of Sekou Toure's rule, which ended with his death in 1984. His regime suppressed civil society and the private sector and devastated a prosperous agriculture sector. During the period, the judicial system atrophied, essential social services and infrastructure collapsed, and state central planning destroyed the economy. The current government has undertaken a program of dramatic political and economic reforms that has liberalized the economy, restrained public sector spending, controlled inflation, and stabilized the exchange rate as well as improved social services. It is encouraging to note that primary school gross enrollment increased from 28% to 50% between 1990 and 1996, and girls' enrollment from 17% to 35%. In the health sector, the implementation of the new national population policy aims to reduce population growth, and family planning services are operational in over two-thirds of the public health centers. Although Guinea's agricultural production has been increasing over the past five years, further increases will depend on improved natural resource management. A large influx of refugees from Liberia and Sierra Leone, who have been provided with the same services available to Guinea citizens, has stretched Guinea's service delivery system and placed additional pressure on the local environment. Guinea held multi-party presidential elections in 1993 and legislative elections in 1995. The opposition won a third of the national assembly seats. The legislature now plays a strong role in national budget reviews. Guinea has a very active independent print media. Though the legal framework is largely in place for the creation of genuine democratic institutions, gaps exist between the laws and the reality of politics and administration, and between decision-makers and those who are affected by them.

Guinea has enormous potential to become both an economic and a political success. But without a much stronger human resource base, economic growth and democratization cannot flourish. Thus, USAID has focused on basic education, natural resource management, democracy and governance, and health and family planning.

Guinea Social and Economic Indicators	Guinea 1997	Guinea 1994	Sub-Saharan Africa 1994
Population Structure & Growth			
Population (millions)	6.92	6.43	563.82
% Population 0 to 14	45	46	-
Population growth rate	2.4	2.6	-
Urban population as % of total population	30.6	28.5	30.6
Mortality & Life Expectancy			
Infant mortality rate	120 ²	-	91 ³
Under 5 mortality rate	182 ²	-	147 ³
Life expectancy (m/f)	46/47 ²	-	49/52 ³
Economic Performance & Expenditures			
GNP per capita (\$)	550	560	489
GNP growth rate	1.9	4.1 ⁴	-1.0 ⁴
Military expenditure as % of GNP	1.5 ⁵	-	-
Public spending on education as % of GNP (all levels)	1.8 ^{1, 5}	1.8 ^{1, 5}	4.3
Development Assistance & Debt			
Official development assistance per capita (\$)	55.20	56.00	-
Official development assistance as % of GNP	10.3	10.8	-
Total external debt (billions, \$)	3.52	3.11	-
Total external debt as % of GNP	95.3	93.6	74.4
Illiteracy			
Adult illiteracy (m/f)	-	-	35/52 ⁵

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1992.

³Data from 1997.

⁴Data from 1990-1996.

⁵Data from 1995.

STATUS OF GUINEA'S EDUCATION REFORM

Since 1990, USAID has been part of a multi-donor effort to assist the Government of Guinea (GOG) to implement its primary education sector reform program. The first phase of the reform, from 1990-1995, focused on increasing primary school enrollment, which stood at 28% in 1990. Initially, USAID leveraged an increase in the GOG budget share for primary education. As a direct result, the GOG's allocation for its education sector budget rose from 13% of the national budget in 1989 to 26% in 1996. Primary education's share of the education budget rose from 35% to 39% over the same period, and over 1,800 teachers were redeployed from the secondary to the primary school level. USAID's technical assistance to the Ministry of Education helped bring planning closer to the local school level as certain key budgeting and management functions were decentralized with the creation of 46 regional and local finance and administration units. These units maintain a regular reporting system based on actual local primary school expenditures. Finally, USAID was the first donor in Guinea to emphasize the issue of equity in primary schooling. The Agency helped the Ministry of Education's Equity Committee to carry out a highly successful social awareness campaign for the education of girls and rural children in the mid-1990s. As a result, girls' enrollment rates for grades 1-6 rose from 17% to 35% between 1990 and 1996, and the share of girls' enrollment in the first grade went from 34% to 45%. Overall, the success of USAID and other donor contributions to the GOG's education reform effort is reflected in the increase in the primary school gross enrollment rate, which rose from 28% in 1990 to 50% in 1996.

USAID PROGRAM ACTIVITIES

USAID continues to support national and donor efforts to reform primary education by improving the quality and equity of primary schooling and increasing local community participation. USAID assistance will improve the ministry's planning, management, and decision-making capabilities; improve instruction through in-service teacher training; provide low-cost teacher and student materials; and improve opportunities for regional and gender equity by increasing local communities' capacity to directly support education. A major USAID emphasis is parent-teacher association development for increased community participation and decision-making.

The second phase of the GOG primary education reform program (1996-2000) focused on improving the quality and equity of education, and increasing local community participation in school-level education management. USAID supports these goals as part of a multi-donor effort, through the Fundamental Quality and Equity Levels Activity. The three main areas of emphasis are:

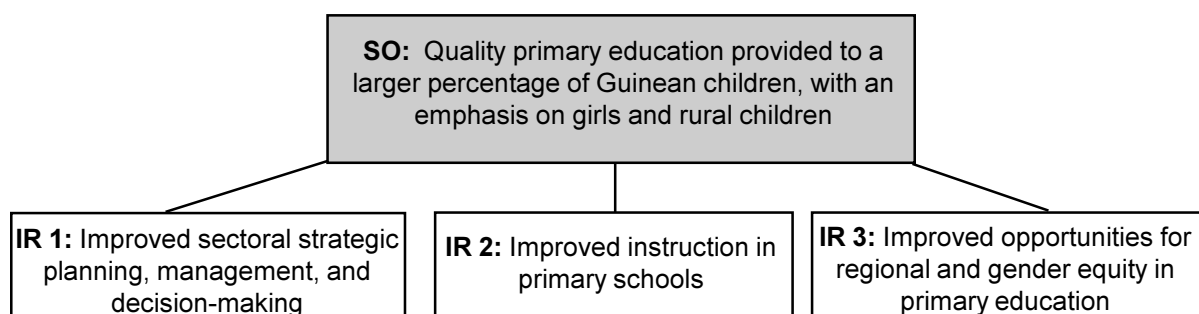
Improving the Ministry of Pre-University Education's (MEPU) strategic planning, management, and decision-making capabilities. USAID activities strengthen strategic planning capacity and the link between budgeting and planning. Personnel are trained to analyze policy options within a context of budgetary and human resource limits. USAID aids the decentralization process and trains regional units that plan, budget, and are held accountable for good resource management. MEPU staff will also receive training on how to increase stakeholder participation in planning and developing guidance and procedures for regular policy dialogue with public and private sector stakeholders.

Improving instruction in primary schools. To improve classroom quality, USAID supports in-service teacher training and helps the National Pedagogical Institute produce low-cost teaching *materials* and student materials. Eliminating *stereotyping* in school materials and teaching methods is an important aspect of USAID's curriculum development efforts.

Improving opportunities for regional and gender equity in primary education. Where equity and access to education are major problems, U.S. and Guinean NGOs and associations are helping build the capacity of local NGOs and parent associations to increase community support for schooling in

poor rural communities. Priority is given to changing attitudes toward girls' education. To develop, plan, and manage activities that increase girls' and rural children's participation in education, USAID's Girls and Women Education Activity works with the MEPU's Equity Committee and a newly formed National Working Group for Girls' Education.

Strategic Objective and Intermediate Results



Program Title, Funding, and Dates

Fundamental Quality and Equity Levels (FQEL)

Project Number: 675-0230

Funding levels

\$20 million

Initial obligation date and estimated completion date

1995-2001

Program Conditionalities

First disbursement conditions:

Prior to the first disbursement under the grant or to issuance by USAID of documentation pursuant to which disbursement will be made, the grantee will, except as the parties may otherwise agree in writing, furnish to USAID in form and substance satisfactory to USAID:

- ✓ An opinion of counsel acceptable to USAID that this agreement has been duly authorized and/or ratified by, and executed on behalf of, the grantee, and that it constitutes a valid and legally binding obligation of the grantee in accordance with all its terms;
- ✓ A statement of the name of the person holding or acting in the office of the grantee specified in Section 8.2, and of any additional representatives, together with a specimen signature of each person specified in such statement; and
- ✓ Evidence that office space at MEPU is available for use by the technical assistance team.

Covenants:

- ✓ The grantee agrees, except as USAID may otherwise agree in writing, that in calendar years 1996, 1997, 1998, and 1999, it will:
 - 1) Maintain an actual expenditure level of not less than US\$5.00 per primary school pupil for pedagogical classroom materials, the composition of which will be defined by the grantee in collaboration with USAID;
 - 2) Maintain an actual expenditure level of not less than US\$75.00 per primary school teacher for in-service teacher training and teacher support/supervision activities, the composition of which will be defined by the grantee in collaboration with USAID; and

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- 3) Maintain an actual expenditure level for primary teacher salaries that is not less than the 1995 actual expenditure level.
 - ✓ The grantee agrees, except as USAID may otherwise agree in writing, that it will:
 - 1) Create and adopt the fundamental quality level approach as the planning framework to be used to allocate resources for the development of primary education in Guinea;
 - 2) Implement its reorganization plan, entitled “La Réorganisation du Ministère de l’Enseignement Pré-Universitaire et de la Formation Professionnelle”;
 - 3) Adopt and implement its plan for reorganization of the regional and prefectural structure of MEPU.

Project Contractors

USAID implements activities through one contract and three grants:

- ♦ The Education Development Center and its sub-contractors, Research Triangle Institute and Creative Associates, are contracted to provide technical assistance to the ministry in the first two intermediate results. The contract began in 1997 and runs through 2001.
- ♦ World Education (1997-2000), and Save the Children Foundation (1997-2001) provide assistance to communities and parent teacher associations, promoting increased community participation and improved equity in primary education in targeted areas. Plan Guinée (the local NGO affiliate of Plan International—1997-2001) is responsible for the implementation of Guinea’s Girls’ and Women’s Education component.

Guinea Education Indicators	Guinea 1995	Guinea 1994	Sub-Saharan Africa 1994
Primary (Grades 1-6)			
Total enrollment (thousands)	584.2	-	-
Gross enrollment ratio	48.0	46.3	76.7
Gross enrollment ratio, female	33.4	31.5	69.2
Teachers (thousands)	11.9 ¹	11.7 ¹	-
Teachers, % female	25.2	-	38.2
Pupil-teacher ratio	49:1	-	41:1
Secondary (Grades 7-13)			
Total enrollment (thousands)	133.0 ¹	-	-
Gross enrollment ratio	12.0	-	26.5
Gross enrollment ratio, female	25.1	-	24.4
Teachers (thousands)	5.3 ¹	-	-
Teachers, % female	12.0 ¹	-	-
Pupil-teacher ratio	-	27:1 ¹	-
Tertiary			
Total enrollment (thousands)	8.2 ^{1, 2}	8.1 ¹	-
Gross enrollment ratio	1.3 ^{1, 2}	1.3 ¹	-
Gross enrollment ratio, female	0.3 ¹	0.20 ¹	-
Finance			
Education as % of GNP	1.8 ¹	1.9 ¹	4.3
Primary education as % of total education budget	-	-	-
Per pupil expenditure (primary, \$)	37.00 ¹	42.00 ¹	-

Primary Source: World Bank, Data Development Group, 1999.

¹Statistical Profile of Education in Sub-Saharan Africa (SPESSA), UNESCO/World Bank Data, 1998.

²Data from 1996.

OTHER DONORS WITH EDUCATION PROGRAMS

The primary education reform program in Guinea is one of the most successful examples of multi-donor cooperation. For the period 1996-2000, the World Bank education reform program totaled approximately \$53 million: 80% of this came from the Bank, 16% from the MEPU, and 4% from communities. The World Bank finances school construction, school nutrition programs, and school management micro-projects. France is financing approximately \$5 million in education assistance, providing technical advice on monitoring and evaluation of program impact, personnel issues, and curriculum reform, particularly at the secondary level. Donors coordinate their activities through a series of joint reviews and periodic meetings to collaborate on technical and policy issues.

